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ABSTRACT

The purpose of this study was to determine what services and materials are presently being offered to school teachers by public libraries. Sixty sample libraries chosen randomly from all libraries serving 100,000 or more people in Ohio, Pennsylvania, Indiana, Michigan, and Illinois were sent a questionnaire surveying services and materials they offer to teachers in their service areas. The study also looked at the extent to which services are requested and rendered and how these services effect the youth services departments of public libraries. Among study findings are: most librarians surveyed offered a variety of services to the school teachers in their area including class visits to the library, storytimes for classes, library instruction for students, and librarian visits to classrooms; only half of the libraries surveyed provide collections of books for teachers to use in the classroom; most of the librarians had visited the school media centers; and the majority of the librarians communicate with teachers once a month or once a year. The questionnaire used in the study is included in the appendix. (Contains 19 references.) (Author/JLB)

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SERVICES AND MATERIALS BEING OFFERED TO SCHOOL TEACHERS BY PUBLIC LIBRARIES SERVING AT LEAST 100,000 PEOPLE IN OHIO AND SURROUNDING STATES - A DESCRIPTIVE STUDY

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Sharon L. Shrum

June 15, 1993

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School curriculum for many elementary and middle schools has changed from basal readers and traditional textbooks to an emphasis on literature-based and whole language curriculum which has created an increased need for supplemental literature in the classroom. This increased demand often cannot be met by collections in school media centers, some of which are poorly funded and lack trained staff to support the demand for quality literature in the classroom. As a result, teachers are turning to public libraries to meet their changing curriculum needs.

The Department of Education estimates that school enrollment for kindergarten through eighth grade will increase by one million by the year 1996 to a total of 35,161,000 students and enrollment for grades nine through twelve will increase by two million by the year 2000. These children are in the care of school teachers daily for much of the year. By providing library service to teachers, public libraries have the opportunity to reach millions of prospective library supporters.

The evolving trends in curriculum and problems in funding that plague schools and public libraries alike affect the ability of public libraries to provide needed services and materials for those who teach our children. The services described in the findings of this study may help libraries develop policies to balance the increased demand for materials and service to teachers with service to the rest of their customers.

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INTRODUCTION

The primary focus for both Youth Services in the public library and for teachers in our schools is children. Jane Gardner Connor states in her Children's Services Handbook (1990) that librarians working with children have "the opportunity to introduce children to the joy of reading and the pleasure that can be found in books" (p. 1). Pioneer Canadian librarian Lillian Smith expressed this idea very well when she said:

> The keynote of the whole work of the children's librarian is opportunity. Opportunity, if a children's librarian can keep her spirit clear and alive, to become a sort of channel through which some kind of the glory of the universe can get through to the children by means of the contagion of her own unfeigned enthusiasm for books (Anderson, 1987, p. 395).

Connor believes that librarians must respect children as individuals and work to create an atmosphere that will promote the exploration of library resources in all formats. The preparation of special programs of learning for children which introduce children to the variety of media available in the library are all very important to library service to children.

Librarians, Connor continues, also have the opportunity to introduce children to the skills needed to gather information from the library's resources and to promote the library to the adults upon whom children depend for access to the library and its resources. Among those adults are teachers.

The Department of Education estimates that school

enrollment for grades kindergarten through eight will increase by one million by the year 1996 to a total of 35,161,000 students and enrollment for grades nine through twelve will increase by two million by the year 2000 (Roback, 1990.) These children are in the care of school teachers daily for much of the year. By providing library service to teachers, public libraries have the opportunity to introduce library service to millions of children - the future of our public libraries.

The move to a literature-based curriculum in schools began in the 1980's. A survey conducted by the Association of American Publishers found that "50 percent of elementary schools in the United States are using children's books along with their basal reading textbooks in the reading and language arts curriculum" while an additional 20 percent reported that children's books were the "sole component of the reading curriculum" (Dillingofski, 1993, pps. 31-2). Beverly Kobrin (1988) speaks to both librarians and teachers when she says to give kids TLC - The Literature Connection. Kobrin proposes that children be given time to read each day and that the "READ" policy be followed. R.E.A.D. stands for:

R: READ -- alone, together, silently, or out loud.
E: Establish an ENVIRONMENT that Encourages reading.
A: Aid and Abet reading by your Actions: Adjust your ATTITUDE if necessary
D: DO IT. NOW! ...(p. 14)

Children learn to read from real books not basal readers say proponents of the whole language movement. They believe

that children do not need the structured reading instruction offered in textbooks, but profit much more from reading whole books (Canavan, Sanborn, 1992). Friedberg and Strong (1989) state that time should be set aside for reading aloud in every classroom each day. Reading aloud benefits children by helping them develop language, holding their interest in books, and creating the desire to read the book on their own (Friedberg, Strong, 1989). Literature also serves to entertain, enrich lessons, enhance problem solving, relate to personal experience, aid critical thinking and gain historical, social, and cultural insights (Chatton, 1989).

With the increasing use of children's literature in place of or supplemental to the use of basal texts in schools, teachers are looking for sources of the literature they need for their classrooms. The use of literature across the curriculum creates a large demand by teachers for literature that often cannot be filled by inadequate school libraries (school media centers). As a result, teachers look to the public library for fulfillment of their classroom literature needs (Benne, 1991).

The purpose of this study is to investigate and describe what services and materials are presently being offered to teachers by a sample of sixty libraries serving a population of 100,000 people or more in Ohio, Pennsylvania, Indiana, Illinois, and Michigan. This study will also look at the extent to which services are requested and rendered and the how these services effect the youth services departments of public libraries.

II. LITERATURE SEARCH

Public Library / School Cooperation

A search of the literature for material on the topic of school and public library cooperation provided some very interesting and varying viewpoints. Most of the research done on this topic is descriptive with specific cooperative activities as the main focus (Edmonds, 1987). One such study was a survey given to librarians by Esther Dyer to determine their views on school/public library cooperation. The researcher concluded that "cooperation between school and public library services to children is not expected to be a priority program in either institution...the abstract ideal of cooperation is reinforced, but actual implementation seems implausible" (Edmonds, 1987, p. 514).

Leslie Edmonds, in her Doctoral dissertation, conducted an experimental project in which she outlined activities for teachers and librarians to use with fifth and sixth grade students to motivate them to use the public library. Her measurement of the effectiveness of the classroom teachers' motivational efforts found that when motivated by a combination of booktalks, teacher-directed conversation, and self-monitoring on the part of the students, the students did use the public library more often and with better results. The benefit of the experiment was that it involved the cooperative efforts of both institutions resulting in the development of a basis for an exchange of information and the sharing of resources. This data

was shared with the administrators of both the public library and the schools to show that the cooperative efforts of both institutions had a positive effect on the quality of library service being offered to students in the community. Edmonds also noted that:

> "cooperation probably would not happen under normal conditions. If it is determined that it is important for youth specialists to cooperate, a stratified plan must be developed to consider organizational and individual needs" (p. 514).

Terrel H. Bell, author of Alliance for Excellence: Librarians Respond to "A Nation at Risk," called for "an alliance of home, school, and library to attain excellence in education and a Learning Society" (Gerhardt, 1984, p. 11). Among his recommendations "for improving the means of meeting the needs of the general public through public, academic, and state libraries" were that schools strengthen their curriculum by teaching "the effective use of information resources, including libraries" (p. 11). Another recommendation he makes supports the idea of cooperation between schools and public libraries by stating:

> "that librarians at the local, state and national levels develop and implement plans to share the resources and services of their institutions in support of education and lifelong learning....[and] that at the national level, leadership should be exerted to endorse, assist, and support the states and local communities in their efforts to share resources" (p. 14).

Judith Rovenger (1986), Consultant to the Office of Children's Services for the Westchester Library System in

Elmsford, New York, believes that the support and promotion of reading is best accomplished through the cooperation of parents, schools and libraries. The Office of Children's Services plans and conducts monthly staff development meetings for children's librarians. To promote a sense of vision and group commitment, these half day sessions offer special speakers such as well-known authors, editors, and professionals from related fields including education. School librarians, teachers and administrators were invited to attend these sessions as guests of the children's librarians. This "exposure to current information stimulates the very best in the librarians, refreshes their professional lives, and restores their confidence in their role as a vital part of the community of child experts and advocates (p. 33)," Rovenger continues.

Under Rovenger's direction and backed by a grant from the Foundation for Children with Learning Disabilities, many projects involving parent/school/library cooperation were established leading to an increased use of library resources and facilities. Projects included classroom visits, library sponsored creative writing workshops for students, a special summer reading project designed for beginning readers entitled, "We Read," public library augmented classroom collections of audiocassettes designed to stimulate the reading and enjoyment of literature by learning disabled students, library instruction classes for both parents and students, special booklists for both parents and teachers, and highly popular, library sponsored storytelling workshops for students and teachers.

Rovenger concludes that Westchester's cooperation between public libraries and key school personnel on these innovative projects "laid the ground work for excellent working relations between community schools and libraries (p. 36)." Ruth Shire, bookmobile librarian in Mount Vernon states that their commitment to school/library cooperation is especially evident in their bookmobile service to the Mount Vernon schools. By bringing library service to where the kids are (in the schools), she feels that schools can start the students "in the library habit very early" (Rovenger, 1986, p. 36).

PUBLIC LIBRARY / SCHOOL COMMUNICATION

Dorothy Anderson (1987), Assistant Dean of the Graduate School of Library and Information Science at University of California at Los Angeles, says of library outreach programs, "Children's librarians have always been expected to reach out and develop relationships with other community agencies" (p. 395). Patrick O'Brien, Director of the Dallas Public Library, stated in an interview with Anderson, "We have to go where the kids are" (p. 395). And where the kids are, according to Anderson (1987), is in school.

Diana Young states in her article, "Library Service to Rural Children: A Look at Iowa" (1987), that children's librarians could work cooperatively with schools to "develop better nonfiction collections, improve reference services, and improve reading skills during the summer (p. 25)." She encourages librarians to improve outreach to children by

networking with other community children's services providers in the areas of collection development and programming. Contact with school principals, school librarians, curriculum specialists, and teachers would allow librarians to become familiar with the collections available to the schools and the curriculum. The insight gained by this contact would permit librarians to determine what services and materials could be made available through the library to help supply the needs of the schools and aid them in meeting their educational goals (Benne, 1991). Through communication with teachers, especially concerning assignments, much student (and librarian) frustration could be avoided (Caywood, 1991). Often teachers who are unaware of the limited resources available on a particular topic, will assign a report on that topic to an entire class. Librarians, unaware that a whole class will need the information, may find nothing available to help all but the first few students who request information on the topic. Advance notice of assignments would allow librarians to prepare for class assignments or to notify the teacher if materials are limited or unavailable before a trip to the library becomes a negative experience for students (Caywood, 1991).

Librarians should develop a philosophy of service for children based on the factors of: "AUDIENCE - Who are we serving? NEEDS - What will we do for them? LIBRARY RESOURCES - What do we have? THE ROLE OF THE CHILDREN'S LIBRARIAN - What are our responsibilities? - (Young, 1987, p. 25). Planning is vital to the implementation of service to children. It is

crucial that the librarian know what is available in the community through the community's schools and other agencies, in an effort to avoid duplication of effort (Harris and Clifford, 1985). The Association for Library Service to Children (ALSC) states in its "Competencies for Librarians Serving Children in Public Libraries" that the children's librarian "assesses the community regularly and systematically to identify community needs, tastes, and resources" as well as "analyzes the costs of library services to children in order to develop, justify, administer, and evaluate a budget."

Librarians must know what is available in the library, within the community, in the schools and through other community agencies to determine where they stand and what sources are available for tapping (Young, 1987). Once the librarian knows what's available, including staff time, then he/she should review and revise the plan of service for the Children's department that will result in a balance of service with the library offering what is best and unique (Young, 1987). Children's librarians cannot provide every service that is requested and must choose what is feasible to offer considering the size of both the staff and the collection (Connor, 1990).

A study conducted by Elizabeth Sheridan as part of the requirement for a Master of Library Science degree from the Kent State University detailed the working relationship between teachers at the Tremont Elementary School in Upper Arlington, Ohio and the Upper Arlington Public library. An analysis of a questionnaire distributed to the teachers found that the

teachers and their classes visited the library (located next door) primarily to borrow materials, research projects, attend storytime, and receive library instruction. While the majority of the teachers (85%) felt that a workable level of cooperation existed with the Upper Arlington Library, 10% were neutral and 5% strongly disagreed.

The findings of Sheridan's study cannot be generalized to reflect all school and public library relationships, however, they will serve to illustrate cooperation between one school and library as well as address the needs of one group of teachers and how well one library is meeting those needs.

SUMMARY

The literature has shown that both children's services in public libraries and school teachers have a common denominator - children. Goals shared by these groups are the introduction of children to the joys of reading good literature and the instruction of children to the effective use of the library. Public libraries can meet those goals by providing services such as storytimes, booktalks, classroom visits, hosting workshops for teachers, students, and staff on topics such as booktalking and storytelling.

School teachers can meet those goals by providing an atmosphere in the classroom that is conducive to the enjoyment and appreciation of good literature. Some teachers are choosing to use literature-based and/or whole language curriculum with

their classes. Others are providing special time in their school day for independent reading. Teachers need a source for books they need to support the changes they are instituting in their classrooms. Often school libraries cannot provide the amount of materials or the services needed by teachers. As a result, teachers are turning to public libraries for the literature they need to meet their goals. This increased demand for services and materials can cause problems for public libraries, too.

These goals of both public libraries and school teachers can best be met through public library / school cooperation and communication which fosters a relationship where materials and services can be shared to meet the growing needs of children in our classrooms and in our public libraries. The purpose of this paper is to describe what services and communication have been instituted by libraries serving populations of 100,000 people in the states of Ohio, Pennsylvania, Indiana, Illinois, and Michigan.

III. RESEARCH OBJECTIVES

The purpose of this paper is to add to the existing body of knowledge concerning materials and services being offered to teachers by public libraries. Response to a questionnaire sent to 60 public libraries serving 100,000 people or more in the states of Ohio, Pennsylvania, Indiana Illinois, and Michigan provides information about the status of service to children through service to teachers in the chosen sample.

Data gathered provides information about the existence of a youth services department in each library surveyed, the number of children's librarians with an M.L.S. degree on each staff and the number of hours per week the librarian(s), are employed. Also provided by the survey are the number of staff members devoted to service to children from birth to age seventeen.

This paper also investigates and reports data concerning the types of services presently being offered to teachers such as teacher collections (collections of books prepared by the public library at the request of teachers for classroom use) and teacher cards (special library cards issued to teachers for checking out materials for classroom use.)

Where communication exists between schools and public libraries, cooperation has been noted in the examples cited in the literature. A further purpose of this paper is to describe the amount of communication that exists between public libraries and schools and how that relationship affects the services being

offered. This paper also looks at the communication and cooperation that exists between schools and public libraries through public librarian/school librarian contact.

The prevailing attitudes concerning service to teachers have been investigated through a series of opinion questions directed toward the children's librarians in the selected sample of public libraries. Data collected in this area reflects the levels of awareness held by public librarians of the curriculum in place in the schools within their service areas, the effect that curriculum is having on the classroom needs of teachers, and how those needs impact on public library service to teachers, students, the general public, and library staff.

Findings are analyzed and presented in the form of graphs, charts, and narrative to provide information to public libraries who wish to compare their services with the findings, or wish to use the information in the development of policy governing the services they offer to school teachers.

The information gathered and presented in this study could perhaps be used as a basis for further study concerning communication and cooperation between these two institutions.

IV. METHODOLOGY

A descriptive survey has been conducted of a random sample of libraries serving 100,000 people or more in the states of Ohio, Pennsylvania, Michigan, Indiana, and Illinois to determine what services and materials are being offered to school teachers in their service areas. For the purpose of this study, teacher has been defined as any adult who is entrusted with the classroom teaching of children in kindergarten through eighth grade in public or parochial schools.

The sample was chosen from the 1991 publication, Coordinators of Children's and Young Adult Services in Public Library Systems Serving at Least 100,000 People. To select the random sample, every second library was selected from each state's listing. Only the researcher has had access to the names and addresses of the participants to assure anonymity.

The self-administered questionnaire was mailed to children's librarians in the selected libraries along with a cover letter. A coded, stamped return envelope was also included so the researcher would be able to determine what libraries had not responded. In two weeks a follow-up reminder card was mailed to libraries who had not responded to the initial mailing.

Data analysis includes the use of descriptive statistics such as charts, graphs, tables and narrative to report the findings collected from the completed questionnaires. From the

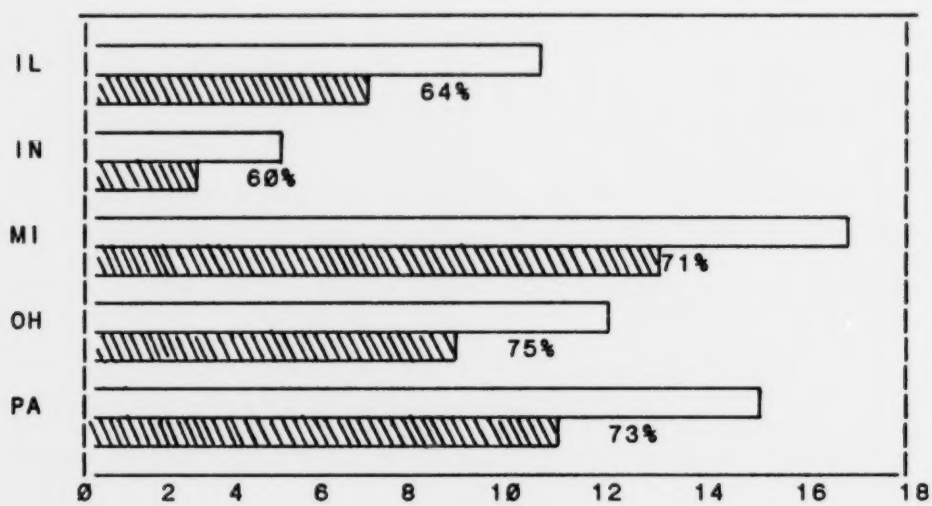
first four questions, information concerning the existence of a children's department, the number of staff members having the degree of M.L.S., the total number of staff in the children's department, their employment status (full time, part time), and the libraries' hours of public operation is reported. Information obtained from the responses to questions 5 - 15 offers an overview of the services being offered to teachers by the libraries surveyed. Data gathered from questions 16 -30 will shed light on the opinions held by the children's librarian at each location concerning their interaction with teachers and school librarians within their service area and how that interaction impacts service to children in their library.

V. RESULTS

Questionnaires were sent to a total of sixty libraries and forty-seven libraries responded - a response rate of seventy-eight percent. However, nine of the libraries surveyed (fifteen percent) were library consortiums or administrative offices of multi-branch systems and stated that they could not respond because they are not involved in public service. The remaining thirty-eight libraries, sixty-three percent of those surveyed, provided the base for the results reported.

The response rate by state is illustrated by Graph A.

GRAPH A RESPONSES BY STATE



RESPONSES - SOLID BAR

SURVEYS SENT - OPEN BAR

The first three questions on the survey covered the subject of a separate department for service to youth and how

that department is staffed. Each question will be addressed separately and the responses given as well as any comments made by the persons completing the questionnaire.

1. DOES YOUR LIBRARY HAVE A SEPARATE DEPARTMENT FOR SERVICE TO YOUTH (AGES Ø - 17)?

Librarians were asked to check either "yes" or "no" in answer to this question. Thirty-five of the libraries surveyed said yes, they do have a separate department for service to youth, three responded that they do not have a separate youth services department.

2. DOES YOUR LIBRARY HAVE AT LEAST ONE CHILDREN'S LIBRARIAN?

Thirty-seven librarians checked "yes" they do have at least one children's librarian, one responded "no."

2a. DOES THE CHILDREN'S LIBRARIAN HAVE AN MLS?
DO OTHER CHILDREN'S STAFF HAVE AN MLS?
IF YES, HOW MANY?

Of the thirty-seven librarians who indicated that they do have a children's librarian, thirty-two (86%) stated that their children's librarian has an MLS, five (13%) stated that their children's librarian does not have an MLS, however one commented that the children's librarian at their library had fifteen hours toward an MLS degree.

In response to the second part of the question, twenty of the thirty-seven libraries (54%) responded that they have other children's staff who have an MLS degree, fifteen (41%)

stated that no other children's staff had an MLS at their locations and three libraries (8%) did not respond to the question.

Of the twenty libraries who indicated that their library employed more than one children's librarian with an MLS, two (10%) reported five additional children's staff had their MLS, one (5%) reported three additional children's staff members who the degree, one (5%) reported two additional degreed children's staff, and fourteen (70%) reported one additional professional in the children's department. Two libraries (10%) did not respond to the last part of the question.

2b. DOES THE CHILDREN'S LIBRARIAN WORK: (FILL IN THE BLANK WITH THE NUMBER OF LIBRARIANS AT EACH HOURLY LEVEL)

FULL TIME 37-40 HRS/WK	PART TIME 26-36 HRS/WK	PART TIME LESS THAN 25 HRS/WK

Twenty-eight of the libraries surveyed (74%) employed only full time staff in their children's departments; one each reported having six, five, four, three, or two full time librarians serving children in their libraries, while eighteen of the twenty-eight libraries (47%) reported having one full time librarian serving children.

Of the ten libraries who reported employing part time children's librarians in addition to full time children's librarians, four reported employing librarians who worked twenty-five to thirty-six hours per week (one at each

library) and five reported children's librarians who worked less than twenty-five hours per week, three at one location and one at each of the other four libraries.

3. HOW MANY STAFF MEMBERS WORK IN THE CHILDREN'S DEPARTMENT (NOT INCLUDING THE LIBRARIAN)?

FULL TIME 37-40 HRS/WK	PART TIME LESS THAN 37 HRS/WK

Twenty-four libraries (63%) reported having full time staff in addition to their children's librarian. Six libraries (16%) have four additional full time staff members in the children's department and of those six, two libraries indicated that they also have five part time staff, two indicated that they have two part time staff, and one library also has four part time staff members. Three libraries (8%) reported having three additional full time children's staff, and of those one also had 6 part time staff in the children's department and one reported one part time staff person.

Two additional full time children's staff were reported by seven libraries (18%) who also reported part time staff varying from two to seven persons at each location. Eight libraries (21%) reported only one additional full time children's staff person with part time help varying from zero to five persons.

Ten libraries (26%) reported having only part time help in addition to the children's librarian ranging from a high of seven part time staff members at one location to one

additional part time staff person reported by five libraries. Several of the librarians commented by the part time column that their part time staff consisted mainly of high school pages.

4. WHAT ARE YOUR LIBRARY'S HOURS OF SERVICE?

Hours throughout the responses varied very little as reported for Monday through Thursday. Twenty-five of the thirty-two libraries who responded to this question (78%) are open from 9:00 or 9:30 a.m. until 8:30 or 9:00 p.m. during those days. The remaining seven libraries (22%) varied somewhat from the 9 to 9 format. One library is open 10 to 6:00 on Monday, Wednesday and Friday, 10 to 4:00 p.m. on Saturday, and 12:00 to 9:00 p.m. Tuesday and Thursday. Another is open from 12:00 until 8:30 Monday through Thursday and 9:00 to 5:30 Friday and Saturday. Three other libraries open their doors at daily at 10:00 a.m., and close at 9:00 p.m. Monday through Thursday, 5:00 p.m. Friday and Saturday. One library is open from 10:00 a.m. until 6:00 p.m. Monday, Wednesday, and Friday; 12:00 a.m. until 9:00 p.m. Tuesday and Thursday; and open from 10:00 a.m. until 4:p.m. Saturday.

The fifteen libraries (47%) that reported Sunday hours fell mainly into four groups. Six libraries stay open from 1:00 until 5:00, while four more are open those hours only during the school year from September or October through April or May. Three libraries reported hours on Sunday of 1:00 to 4:00 p.m. One library each reported open hours of

2:00 to 5:00 p.m. and 9:00 a.m. to 5:00 p.m.. Nineteen of the thirty-two libraries (59%) reported no Sunday hours.

Questions 5 - 11 concern services offered to teachers by the public libraries that were surveyed. Libraries were instructed to mark all that apply to their particular library. Chart B illustrates the breakdown of services offered by libraries in the sample.

5. DOES YOUR LIBRARY OFFER THE FOLLOWING SERVICES TO THE SCHOOL TEACHERS IN ITS SERVICE AREA? CHECK ALL THAT APPLY AND NOTE THE TOTAL TIMES PER MONTH THE SERVICE IS PROVIDED.

CHART B

	SERVICE PROVIDED	# LIBRARIES WHO OFFER THE SERVICE	%
a.	LIBRARIAN VISITS TO CLASSROOMS	(30 OF 38)	79%
b.	CLASSROOM VISITS TO THE LIBRARY	(37 OF 38)	97%
c.	STORYTIMES FOR CLASSES	(33 OF 38)	87%
d.	LIBRARY INSTRUCTION FOR STUDENTS	(32 OF 38)	84%
e.	LIBRARY INSTRUCTION FOR TEACHERS	(13 OF 38)	34%
f.	BOOKTALKS FOR STUDENTS	(22 OF 38)	58%
g.	BOOKTALKS FOR TEACHERS	(13 OF 38)	34%
h.	STORYTELLING FOR STUDENTS	(18 OF 38)	47%
i.	STORYTELLING WORKSHOPS FOR TEACHERS	(11 OF 38)	29%
j.	BOOKLISTS / SUBJECT BIBLIOGRAPHIES	(29 OF 38)	76%
k.	OTHER SERVICES (PLEASE LIST)		
	BUILDING TOURS	(3 OF 38)	08%
	PUPPET SHOWS	(2 OF 38)	05%

CHART B continued

MONTHLY WORKSHOPS FOR TEACHERS	(3 OF 38)	Ø8%
TEACHER INSERVICE PROGRAMMING	(1 OF 38)	Ø3%
TEACHER NEWSLETTER	(1 OF 38)	Ø3%
MEET THE AUTHOR/ILLUSTRATOR	(2 OF 38)	Ø5%
BOOK DISCUSSIONS FOR TEACHERS	(2 OF 38)	Ø5%

*COMMENT:

WOULD OFFER ALL OF THE SERVICES IF ASKED	(3 OF 38)	Ø8%

All thirty-eight libraries marked this question and nearly all of them either left the times per month part blank or filled it with comments such as "sometimes", "varies", "occasionally", or "as requested" rather than supplying a number, so that portion of the question will be impossible to report meaningfully.

6. DOES YOUR LIBRARY PROVIDE "TEACHER COLLECTIONS" (COLLECTIONS OF BOOKS FOR CLASSROOM USE)?

Librarians were evenly split on their response to this question. Nineteen libraries (5Ø%) answered "yes" that they do provide teacher collections, while nineteen libraries (5Ø%) indicated that they do not provide the service by marking "no."

6a. IF YES, DO YOU LIMIT THE LENGTH OF TIME COLLECTIONS MAY BE KEPT? IF SO, WHAT IS THE LIMIT?

Of the nineteen libraries who answered yes to question

#6, eighteen (47% of the total 38) stated that they do limit the amount of time the collections may be kept. The five loan periods that were identified are illustrated by Chart C.

CHART C	LOAN PERIOD	# LIBRARIES	(% OF TOTAL 38)
	Two/four weeks:	5 libraries	13%
	Six weeks:	7 libraries	18%
	Sixty days:	1 library	Ø3%
	Eight weeks:	3 libraries	Ø8%
	Twelve weeks:	1 library	Ø3%

One library marked that they do not limit the loan period for teacher collections.

6b. DO YOU LIMIT THE NUMBER OF ITEMS / COLLECTION? IF SO, WHAT IS THE LIMIT?

Of the nineteen libraries who do provide teacher collections, eleven libraries (29%) limit the number of items that may be taken in a collection. Four limits that were identified from the answers given are described on Chart D:

CHART D	COLLECTION LIMITS	# LIBRARIES	(% OF 38)
	Ten items per subject:	1 library	Ø3%
	Twenty items:	2 libraries	Ø5%
	Thirty items:	5 libraries	13%
	Thirty-five items:	3 libraries	Ø8%

Comments included:

"We limit holiday books only."

"At the discretion of the librarian determined by what

the collection can support."

Eight libraries indicated that they do not limit the number of items per collection.

7. DOES YOUR LIBRARY ISSUE SPECIAL LIBRARY CARDS TO TEACHERS?

The thirteen Libraries (34%) who issue special cards to teachers were out-numbered by nearly two to one by libraries who do not issue a teacher card (25 libraries/66%).

7a. IF YES, WHO IS ISSUED A CARD? CHECK ALL THAT APPLY.

Categories for the issuance of teacher cards by libraries who answered "yes" to question #7 are described in detail on Chart E.

CHART E

CATEGORIES	# LIBRARIES	(%)
SCHOOL TEACHERS	12 OF 13	92%
DAYCARE TEACHERS	13 ØF 13	100%
BABYSITTERS	1 OF 13	8%
PRESCHOOL TEACHERS	13 OF 13	100%
SUNDAY SCHOOL TEACHERS	2 OF 13	8%
HOME SCHOOL PARENTS	3 OF 13	23%
OTHER:		
CAMP COUNSELORS	1 ØF 13	8%
MUSEUM EDUCATORS	1 OF 13	8%

8. DOES YOUR LIBRARY CHARGE FINES FOR OVERDUE ITEMS CHECKED OUT TO TEACHERS?

Twenty-nine libraries (76%) answered "yes" to this question, while nine libraries (24%) said they do not charge overdue fines for items checked out to teachers. One library commented after marking "yes", "only if chronically late."

9. DOES YOUR LIBRARY CHARGE TEACHERS FOR LOST ITEMS?

Thirty-five of the thirty-eight libraries (92%) said "yes" they do charge teachers for lost items. Two libraries (Ø5%) said "no", they do not charge teachers for lost items, but one of them qualified their answer with the comment, "only if excessive numbers are lost." One library did not mark either box, but noted beside the question, "sometimes."

1Ø. DOES YOUR LIBRARY LIMIT THE NUMBER OF ITEMS THAT CAN BE CHECKED OUT TO A TEACHER?
IF SO, WHAT IS THE LIMIT?

Twenty-two libraries (58%) said they do not limit the number of items that can be checked out to a teacher, however, sixteen libraries (42%) said they do limit teacher check-outs. It was interesting to see the variety of answers given for the limit placed on teacher check-outs.

Several libraries indicated that they would limit the number of books in a high demand subject area; one library enforced a ten item limit, one library gave teachers three books on a "specific" subject and five books on a "general" subject. Three other libraries agreed with the five-book

general subject limit. Another library has a four books per subject limit.

Two libraries indicated they would not allow multiple copies of one title nor all copies of books by an author to be checked out. Holiday books were an area of concern for one library, but the limit was not stated.

Libraries giving a numerical limit for check-outs to teachers were all over the board ranging from a high of 999 items (probably a system limit) to a low of twenty books. One library set their limit according to the number of children in the classroom - one book per student. Other limits mentioned included twenty-five items with the comment, "can be waived", thirty-five items, fifty items, and sixty items.

11. DOES YOUR LIBRARY PROVIDE KITS (COLLECTIONS WHICH INCLUDE BOOKS, A-V MATERIALS, REALIA, AND INSTRUCTIONS FOR USE ON A PARTICULAR SUBJECT OR THEME) FOR CLASSROOM USE?

Thirty libraries (79%) said they do not provide kits for classroom use, while eight libraries (21%) indicated that they do provide the service to teachers. One library that does provide kits commented that they call their kits "Teacher Totes."

12. DOES YOUR LIBRARY RECEIVE "HOMEWORK ALERTS" (PRIOR NOTICE OF CLASSROOM ASSIGNMENTS)?

Eleven libraries (29%) said they do receive advance

notice of homework assignments qualified with comments such as "rarely" and "on occasion", while twenty-five libraries (66%) responded that they receive no prior notice of homework assignments. Two libraries (Ø5%) answered with the comment, "sometimes."

13. HAVE YOU PERSONALLY VISITED THE SCHOOL MEDIA CENTERS IN YOUR AREA SCHOOLS?

Twenty-nine of the thirty-eight librarians (76%) surveyed said they have visited the school media centers in their area schools. Only nine librarians (24%) stated they had not been to the school media centers.

14. HAVE YOU MET THE SCHOOL LIBRARIANS IN YOUR AREA SCHOOLS?

Thirty-four of the thirty-eight librarians surveyed (89%) said they had met their school counterparts, while four librarians (11%) said they had not met the school librarians in their service area.

14a. IF YES, HOW OFTEN DO YOU COMMUNICATE?

Of the thirty-four children's librarians who have met the school librarians in their library's area of service, twelve (32%) communicate with the school librarian once a year. Another eleven (29%) said they communicate with their school counterparts once a month, with a few commenting that the communication took place on the phone. Five librarians (13%) indicated that they seldom, if ever talked with the

school media specialist, while one librarian stated that she speaks with the school librarians weekly. The level of communication that exists between the thirty-four public children's librarians who have met the school librarians in their area of service is represented on Chart F.

CHART F

FREQUENCY	# LIBRARIES RESPONDING	(%)
MORE THAN ONCE A WEEK	Ø	Ø
ONCE A WEEK	1	Ø3%
ONCE A MONTH	11	29%
ONCE A YEAR	12	32%
SELDOM, IF EVER	5	13%
COMMENT: 4 TIMES/YEAR	2	Ø5%
NO RESPONSE	3	Ø8%

15. HAS THE CHILDREN'S LIBRARIAN WORKED COOPERATIVELY WITH THE SCHOOLS ON ANY OF THE FOLLOWING PROJECTS DURING THE PAST YEAR? CHECK ALL THAT APPLY.

Publicity for the library summer reading program was the most widely shared project with thirty-six libraries (95%) indicating that they had worked with the schools on that project. Library information in the school newsletter, was marked by eighteen libraries (47%). Other responses were multiple and varied since the librarians were instructed to mark all that applied to their specific location. Results are best represented on Chart G.

CHART G

PROJECT	# LIBRARIES RESPONDING	(%)
JOINT AUTHOR VISIT	11	29%
SELECTION OF LIBRARY MATERIALS	10	26%
SCHOOL DISPLAYS IN THE LIBRARY	13	34%
LIBRARY DISPLAYS IN THE SCHOOLS	4	11%
LIBRARY INFORMATION IN THE SCHOOL NEWSLETTER	18	47%
SCHOOL INFORMATION IN THE LIBRARY NEWSLETTER	2	05%
PUBLICITY FOR LIBRARY SUMMER READING PROGRAM	36	95%
PLANNING A SUMMER READING PROGRAM	5	13%
"TEACHER SHELF" (COLLECTION IN THE LIBRARY OF PROFESSIONAL MATERIALS FOR TEACHERS)	7	18%

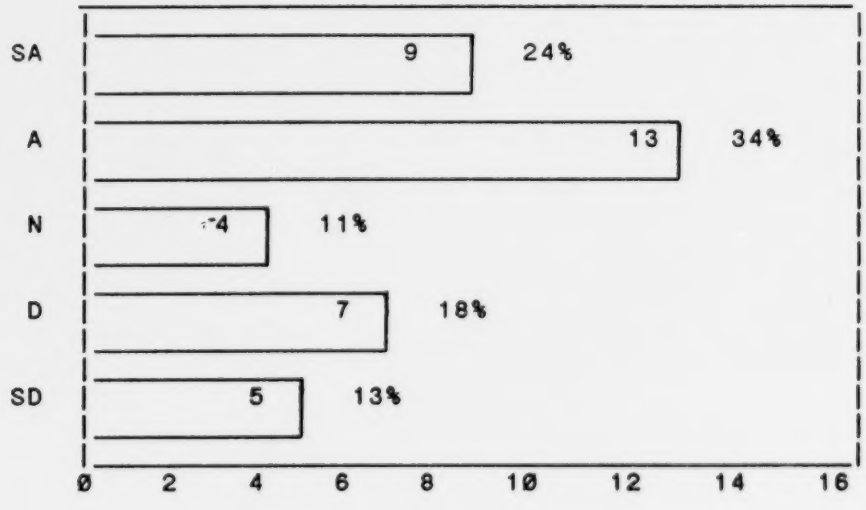
The remainder of the questions (16-30) address the prevailing attitudes concerning service to teachers through a series of opinion questions directed toward the children's librarians in the sample of public libraries surveyed. Data reported in this area reflects the levels of awareness held by public librarians of the curriculum in place in the schools within their service areas and the effect that this curriculum is having on the classroom needs of teachers. How those needs impact public library service to teachers, students, the general public, and library staff has also been investigated. Data that has been collected is presented in a

series of graphs and narrative, and is intended only to be descriptive in nature. It is not the purpose of this paper to analyze the results.

Librarians were instructed to answer the following questions by checking the answer that most closely identifies their opinion (SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, and SD=Strongly Disagree).

16. OUR COLLECTION CANNOT SUPPORT THE REQUESTS FOR TEACHER COLLECTIONS WE RECEIVE AND STILL MEET THE NEEDS OF OUR OTHER PATRONS.

GRAPH H OF 38 LIBRARIES RESPONDING

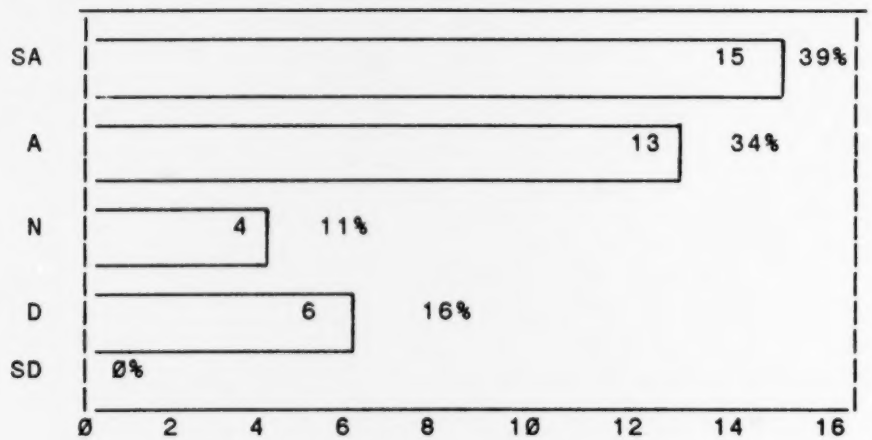


As Graph H shows, a total of fifty-eight percent, twenty-two of the libraries surveyed, said they felt their children's collections could not support the requests for teacher collections they receive and still meet the needs of their other patrons. At the other end of the scale, thirty-one percent, twelve of the libraries in the sample, said that they disagreed with the statement indicating that filling

teacher collection requests are not a problem at their locations. Four libraries (11%) did not agree or disagree with the statement.

17. IT SEEMS LIKE ALL THE TEACHERS WANT THE SAME SUBJECTS AT THE SAME TIME.

GRAPH I OF 38 LIBRARIES RESPONDING

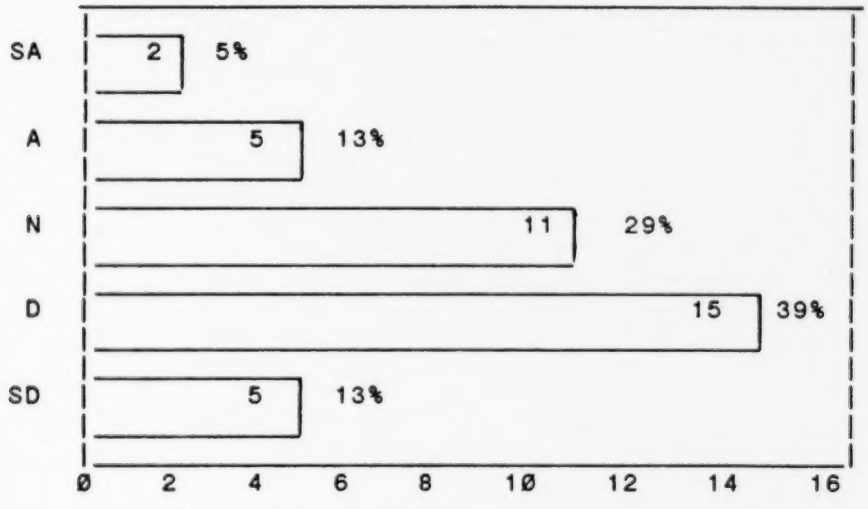


Twenty-eight libraries (73%) agreed with the statement in question 17. Six of the thirty-eight libraries (16%) said they did not agree with the statement, while four libraries (11%) neither agree nor disagree with the statement.

18. WE HAVE MORE REQUESTS FOR CLASSROOM VISITS TO THE LIBRARY THAN WE CAN HANDLE.

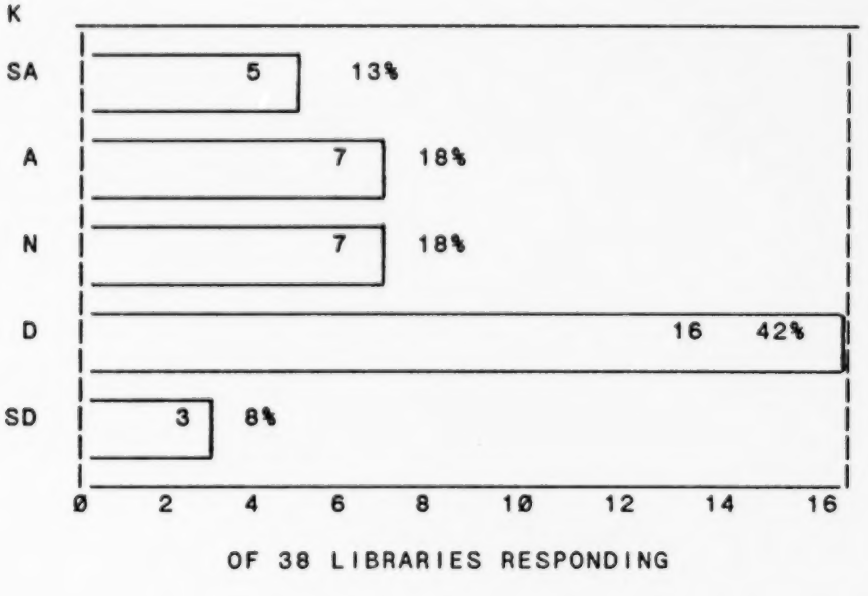
Twenty libraries from the sample (52%) disagreed with the statement in question 18, while seven libraries (18%) said they do feel that they have more requests for classroom visits to the library than they can handle. Eleven libraries (29%) were neutral on the subject. See Graph J.

GRAPH J



19. I WOULD SAY WE HAVE VERY GOOD COMMUNICATIONS WITH THE SCHOOL TEACHERS IN OUR SERVICE AREA.

GRAPH K



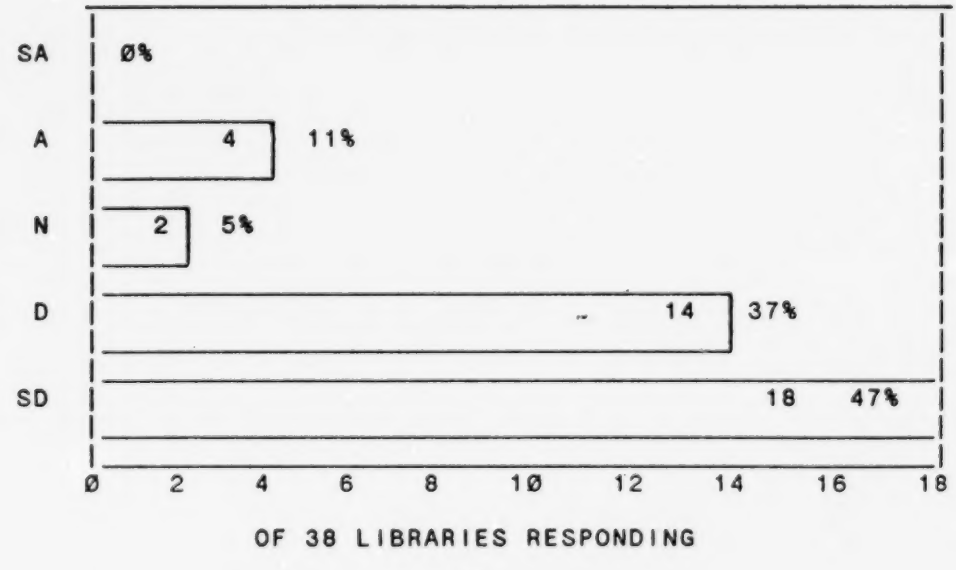
Nineteen libraries, fifty percent of the thirty-eight libraries surveyed, do not feel that they have good

communication with the teachers in their service area, while another seven libraries (18%) said they feel neutral about the statement in question 19. Only twelve libraries (31%) stated they agree with the statement. See Graph K.

20. WE RECEIVE ADVANCE WARNING ABOUT HOMEWORK ASSIGNMENTS.

The libraries in the sample seemed to feel very strongly about this statement. Twenty-seven of the libraries responding (84%) disagreed with the statement in question 20, most of them strongly. One library marked the "strongly disagree" box with three x's and several exclamation marks. Of the four libraries that said they do receive advance notice of homework assignments, one commented, "...From media specialists and aides - not from teachers generally." Only two libraries were neutral on this topic. Graph L depicts the response pattern.

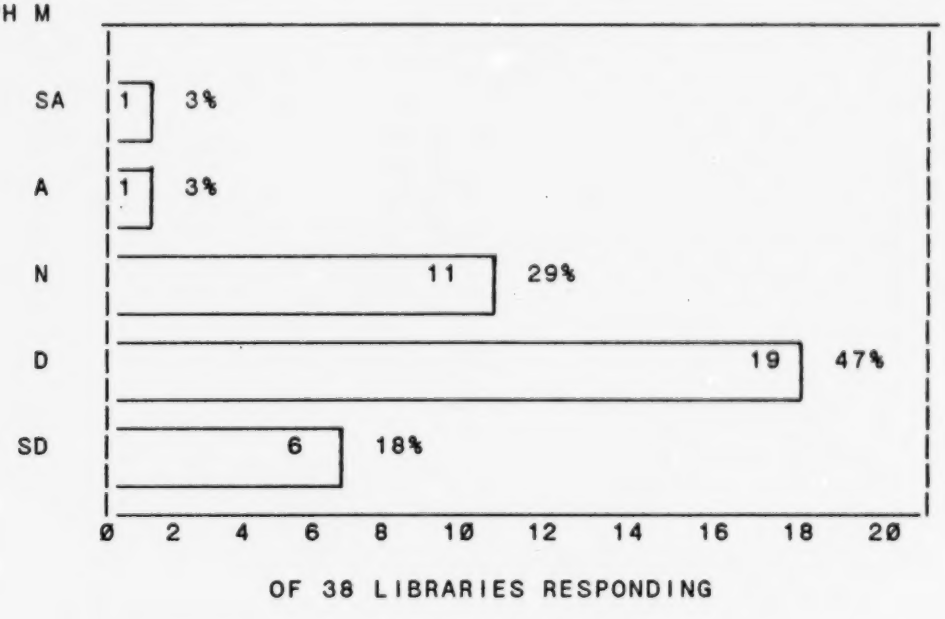
GRAPH L



21. WE RECEIVE MORE REQUESTS FOR LIBRARIAN VISITS TO CLASSROOMS THAN WE CAN HANDLE.

The majority of our sample libraries, thirty-six (94%) were either neutral or disagreed with the statement in question 21, indicating that they feel they could handle more requests for librarian visits to classrooms than they are receiving. Two libraries indicated that they agreed with the statement, one strongly. Graph M shows the responses received for question 21.

GRAPH M



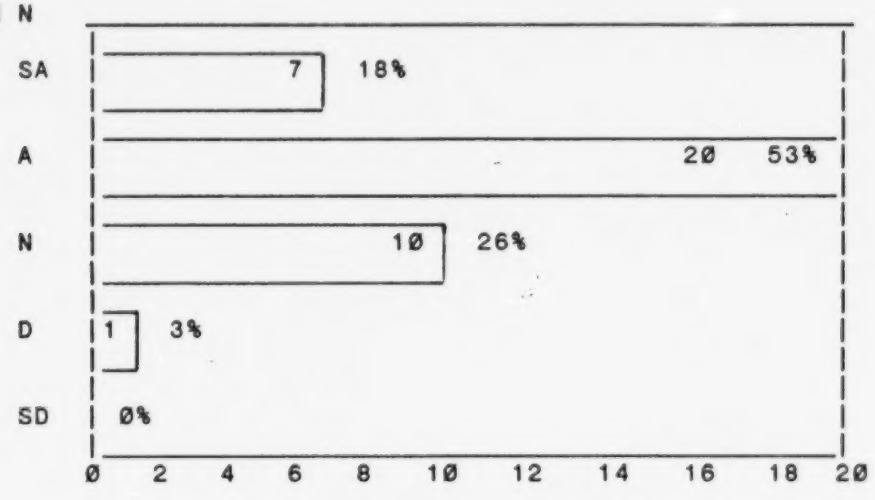
OF 38 LIBRARIES RESPONDING

22. OUR TEACHERS ARE USING A LITERATURE-BASED OR WHOLE LANGUAGE CURRICULUM.

Twenty-seven libraries (71%) responded in agreement with the statement in question 22. Ten libraries (26%) said they neither agreed nor disagreed with the statement, one commenting, "I have no ideal" Only one library indicated

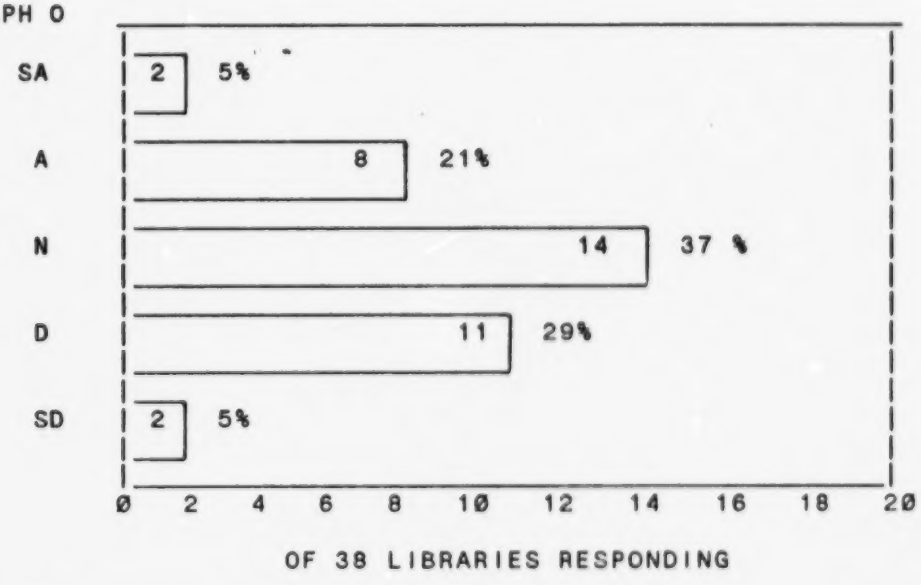
that the schools in their district are not using either whole language or literature-based curriculums. Graph N shows the spread of responses from the sample libraries.

GRAPH N



23. I AM FULLY AWARE OF THE CURRICULUM THAT IS BEING USED IN THE SCHOOLS IN OUR SERVICE AREA.

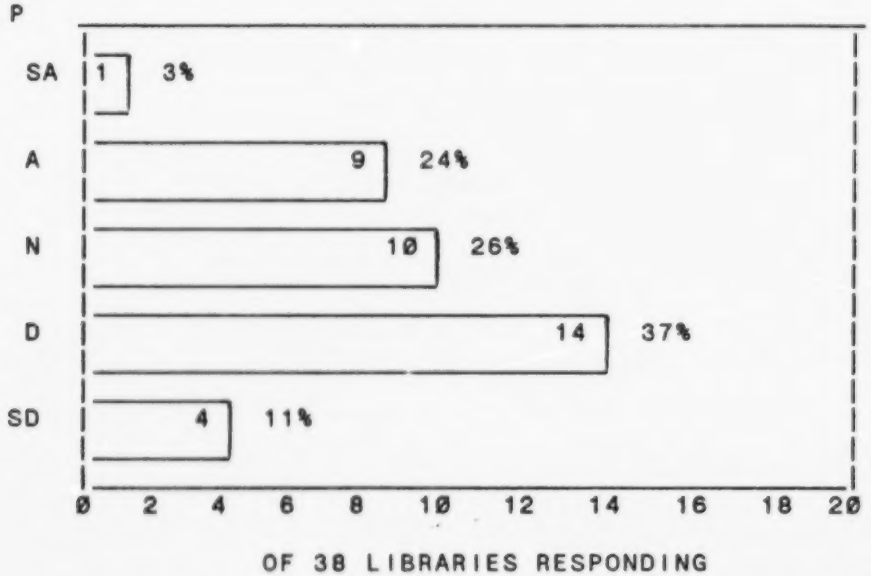
GRAPH O



The majority of the libraries responding, fourteen or (37%), said they neither agree nor disagree with the statement probably because they are not sure what curriculum is in place in the schools in their service area. Thirteen libraries (34%) said they were not fully aware of the curriculum in use, one library again commented, "I have no idea!" (probably the same library), and one library did not respond at all. Ten libraries (26%) agreed with the statement. See Graph O.

24. I AM FULLY AWARE OF HOW TEACHERS ARE USING LIBRARY MATERIALS IN THEIR CLASSROOMS.

GRAPH P



OF 38 LIBRARIES RESPONDING

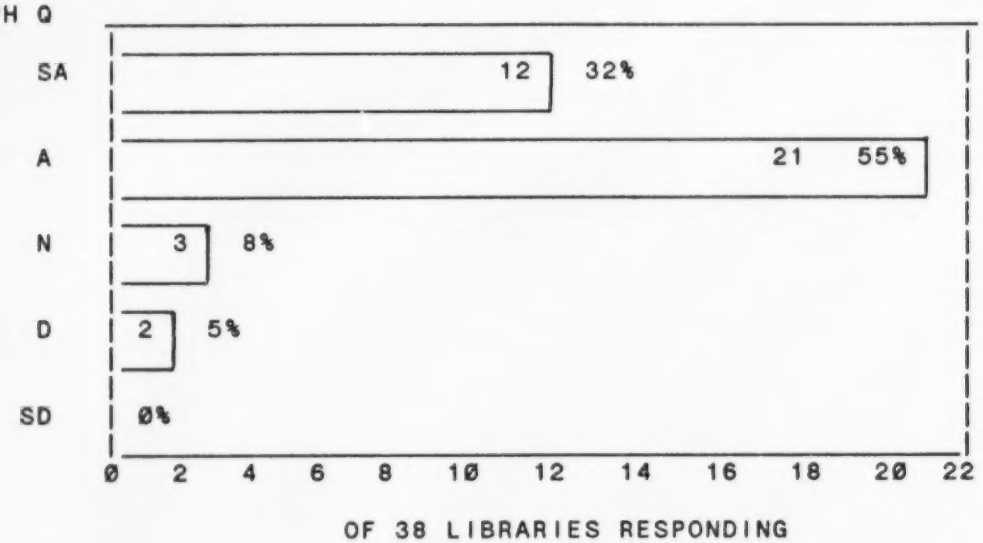
Eighteen libraries (48%) said they were not aware of how library materials are being used by teachers in their classrooms. Ten libraries (26%) said they neither agreed nor disagreed with the statement, and another ten libraries (26%)

said they were fully aware of the teachers' use of library materials in the classroom. See Graph P.

25. I FEEL TEACHERS ARE NOT FULLY AWARE OF RESOURCES AVAILABLE AT THE LIBRARY.

Thirty-three of the thirty-eight libraries responding to the survey (87%) said they either agreed or strongly agreed with the statement in question 25. Three libraries said they felt neutral on the subject and three libraries disagreed with the statement. See Graph Q.

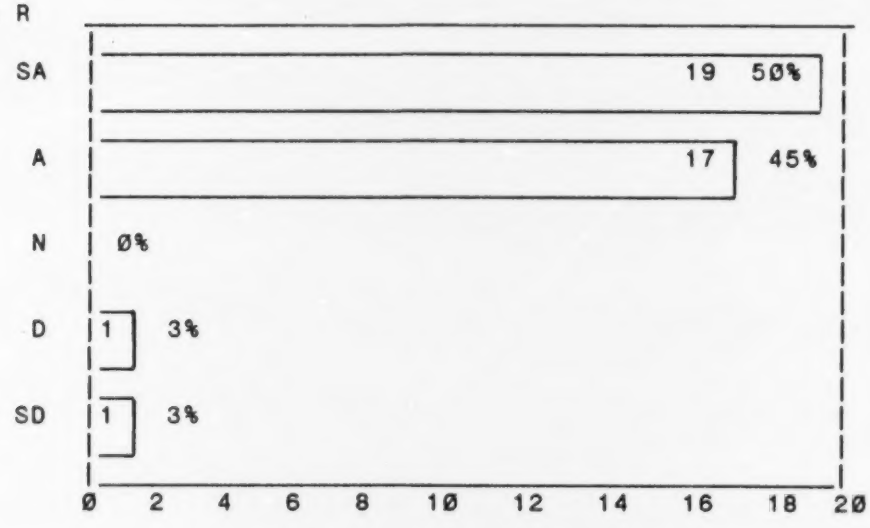
GRAPH Q



26. I FEEL THAT MEETING WITH TEACHERS ON A YEARLY BASIS WOULD BENEFIT BOTH TEACHERS AND OUR LIBRARY STAFF.

The vast majority of the libraries responding, thirty-six libraries (95%), feel that meeting yearly with teachers would benefit both teachers and library staff. Two libraries disagree, one stating: "We meet with them (teachers) annually - it isn't the total solution." See Graph R.

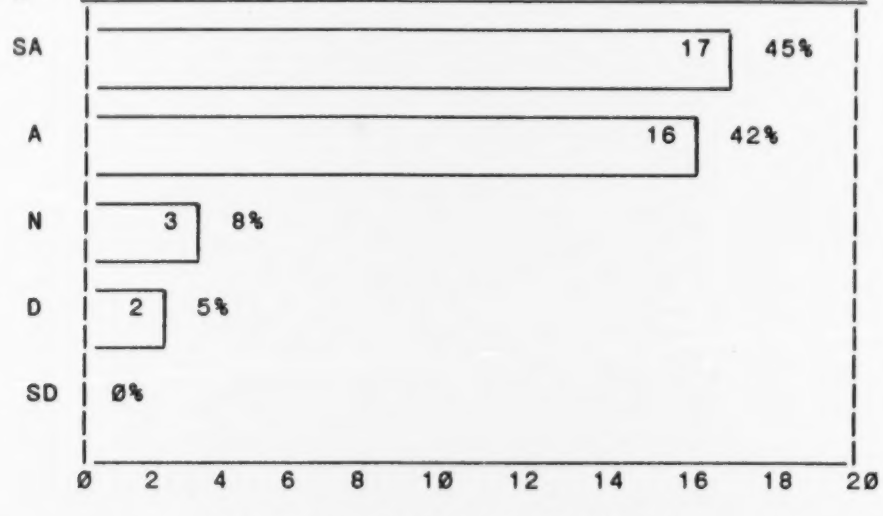
GRAPH R



OF 38 LIBRARIES RESPONDING

27. I FEEL WE SHARE THE SAME GOALS - INCREASING THE READING SKILLS OF OUR CHILDREN.

GRAPH S



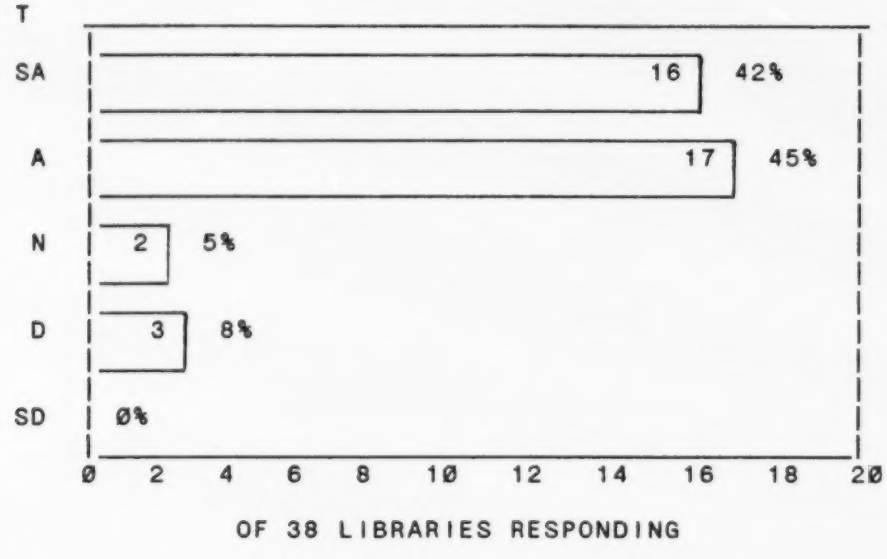
OF 38 LIBRARIES RESPONDING

Thirty-three libraries (87%) either agree or strongly agree with the statement that we share the goal of increasing the reading skills of our children. Three libraries (8%)

neither agree nor disagree with the statement, and two libraries (5%) do not feel we share the same goal of increasing our children's reading skills. Graph S illustrates the rate of response received for this question.

28. I FEEL WE SHARE THE SAME GOALS - INCREASING OUR CHILDREN'S ENJOYMENT OF LITERATURE.

GRAPH T



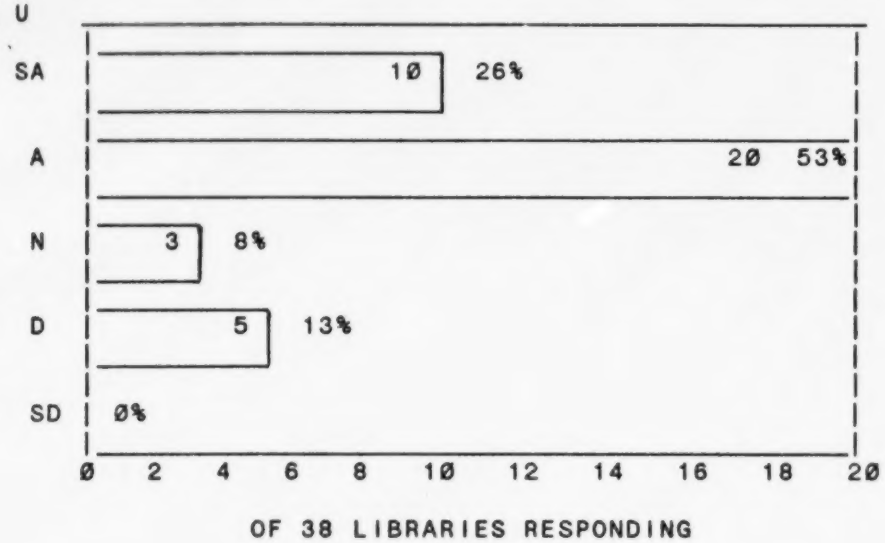
Thirty-three libraries (87%) either agree or strongly agree that we share the same goals of increasing our children's enjoyment of literature. Only three libraries (8%) indicated that they do not believe we share that goal. Two libraries chose to remain neutral on the subject. See Graph T.

29. I FEEL WE SHARE THE SAME GOALS - INCREASING OUR CHILDREN'S RESEARCH SKILLS.

Thirty libraries (79%) said they agree or strongly agree with the statement in question 29, while three libraries (8%)

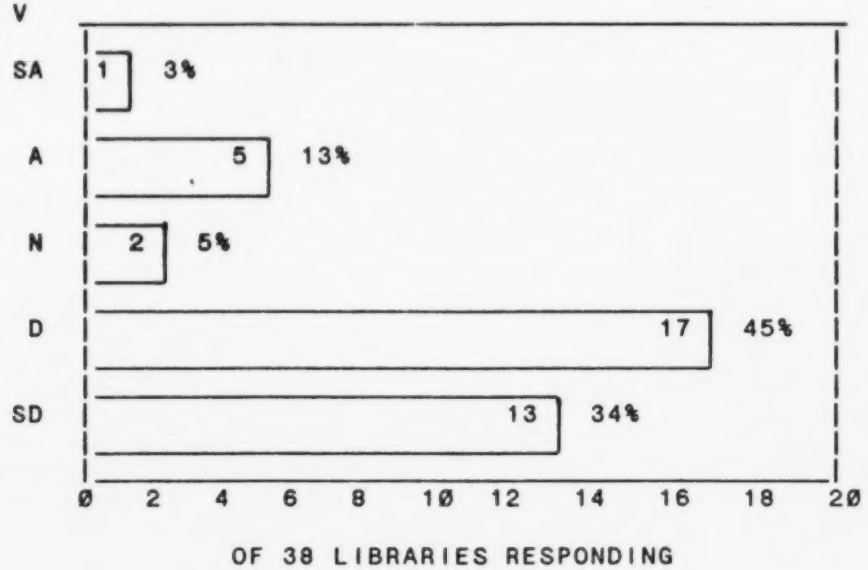
could neither agree nor disagree with the statement and so marked neutral. Five libraries (13%) do not feel that they share the same goal of increasing our children's research skills. Answers to this question are shown on Graph U.

GRAPH U



30. SCHOOL LIBRARIES SHOULD HANDLE ALL OF THE LITERATURE NEEDS OF THEIR TEACHERS.

GRAPH V



Thirty of the thirty-eight libraries responding (79%) said they disagreed or strongly disagreed with the statement in question 30. Six libraries (16%) said they feel school libraries should handle all of the literature needs of their teachers, and two libraries took a neutral stand on the issue. See Graph V for the results.

The data collected from the survey returned by thirty-eight of the libraries in the selected sample sheds some light onto the structure of children's services departments in the libraries surveyed, the staff they have to serve the public, and the services they offer to teachers in their service area. Prevailing attitudes have also been examined and reported as they were revealed through the answers to the last portion of the questionnaire.

VI. CONCLUSION

There is not a lot of data available in the literature that deals with the subject of services and materials being offered to school teachers by public libraries. The data collected by this study will add to the existing body of knowledge. By choosing a sample size that is roughly one half of the total number of libraries that exist in the five state area being surveyed, the resulting information may be generalized to the entire population.

From this study it may be concluded that the vast majority of libraries serving populations of 100,000 people have a separate children's department in their library and that department is staffed by at least one accredited children's librarian. Many of those children's departments are also staffed by at least one other accredited librarian and full time support staff member, and in most cases additional part time staff.

The majority of the libraries surveyed were open at least six days a week, including at least three to four evenings. Some libraries offered Sunday hours, a few only during the school year.

Most of the libraries surveyed offered a variety of services to the school teachers in their service area. Classroom visits to the library, storytimes for classes, library instruction for students, and librarian visits to

classrooms topped the list. Close behind were booklists and subject bibliographies and storytelling and booktalks for students. Booktalks for teachers and library instruction for teachers were more frequently given than storytelling workshops for teachers, with building tours, puppet shows, teacher inservice programming, meet the author/illustrator, book discussion groups and workshops for teachers all getting a write-in mention.

Several libraries mentioned they would provide any of the services if they were asked. But perhaps the teachers are unaware that the service could be available. Nearly every library surveyed stated they felt teachers were not fully aware of the resources available at the library. According to the librarians surveyed, over half of them felt they could handle more librarian visits to classrooms and more class visits to the library than were being requested. Are librarians publicizing their resources and services enough? Most librarians said they felt they did not have good communications with their school teachers. Perhaps librarians need to find a way to communicate with their teachers.

Only half of the libraries surveyed are providing collections of books for teachers to use in the classroom, yet that is where our children are daily for nine months of the year. Should we be trying more aggressively to provide materials and services for these prospective patrons?

Many of the librarians in the survey said they had been to visit the school media centers in their areas and had met the school librarians. When asked how often they communicate with the school librarians, the majority responded that they communicated once a month or once a year.

The children's librarians indicated they worked cooperatively with the schools mostly to publicize the library's summer reading program, followed by library information in the school newsletter, school displays in the library, joint author visits, selection of library materials. Providing a "teacher shelf" of professional materials for teacher use, jointly planning a summer reading program, creating library displays in the schools, and putting school information in the library newsletter, are done much less often.

The opinion questions provided a great deal of insight into the problems and feelings librarians have concerning a variety of subjects dealing with library interaction with teachers. Librarians stated their collections could not support the high demand for teacher collections and still meet the needs of their other patrons, perhaps because, as they also stated, it seems like all the teachers want the same subjects at the same time. Is it for these reasons only half of the libraries are providing teacher collections?

Many librarians feel very strongly that they need to receive advance warning about homework assignments. One in

particular resented receiving notice of impending assignments from the media specialists and aides rather than from the teachers who made the assignments - another indication that we need better communication with teachers in our service area.

Most of the librarians surveyed said the teachers in their area were using literature-based or whole language curriculum in their classrooms, but still seemed somewhat unsure about that curriculum and how library materials are being used in the classrooms. Nearly all of the librarians surveyed felt meeting with the teachers on a yearly basis would benefit both the teachers and the library staff, and felt they shared the same goals of increasing our children's reading skills and enjoyment of literature as well as increasing their research skills.

The data reported about existing services may be useful to other libraries who wish to compare their level of service to teachers with that of the libraries in this study for the purpose of evaluation, problem-solving, or policy-making. Teachers may also find this information useful when investigating the resources available to them through the public library. Perhaps this study will serve as a stepping stone to increased communication and cooperation between public libraries and the schools within their service areas. If that is the case, then we will all be winners.

VII. APPENDIX

School of Library and Information Science
Columbus Program
(614) 292-7746

Kent STATE UNIVERSITY

SERVICES AND MATERIALS BEING OFFERED TO SCHOOL TEACHERS BY PUBLIC LIBRARIES SERVING AT LEAST 100,000 PEOPLE IN OHIO AND SURROUNDING STATES - A DESCRIPTIVE STUDY

April 20, 1993

Dear Librarian,

Please take a few minutes (10 minutes or less) to complete the accompanying questionnaire. I am conducting a survey to determine what services are presently being offered by public libraries to school teachers and would greatly appreciate your input on this topic. Your participation in this study will supply very important information to the library community.

My reasons for conducting this study are twofold. I am required to complete a research paper as partial fulfillment of requirements for a Master of Library Science degree from Kent State University School of Library and Information Science. I have chosen this topic to gather data that will help me formulate a policy regarding library service to teachers in the regional library where I work.

I sincerely hope you choose to fill out and mail the enclosed questionnaire, however, if you choose not to, there will be no penalty. All information gathered and reported will be kept confidential and respondents will be completely anonymous. I have coded the return envelopes to reduce the cost of follow-up mailings. The coded envelope will be separated from your completed survey and discarded immediately upon receipt.

This project has been approved by the Kent State University. If you have any questions concerning this project, you may contact me at (614) 878-0440, or contact my advisor, Dr. Carolyn Brodie, Associate Professor, Kent State University School of Library and Information Science at (216) 672-2782. If you want to know about Kent State University's rules for research, contact Dr. Eugene Wenninger at (216) 672-2070.

Thank you for your prompt response.

Sincerely,

Sharon A. Shrum

Sharon Shrum, Graduate Student

FOLLOW-UP CARD

Dear Librarian,

This is just a reminder - your participation in the survey mailed to you dated April 20, 1993 is crucial to research being done concerning public library service to school teachers. If you have not done so already, please take a few minutes to answer the questionnaire and drop it in the mail today.

Thank you for your participation.

Sincerely,

Sharon Shrum, Graduate Student
Phone: (614) 878-0440

QUESTIONNAIRE

Please check "Yes" or "No" for the following:	Yes	No
1. Does your library have a separate department for service to youth (ages Ø - 17 years)?	[ ]	[ ]
2. Does your library have at least one children's librarian?	[ ]	[ ]
a. Does the children's librarian have an MLS?	[ ]	[ ]
Do other children's staff have an MLS?	[ ]	[ ]

If yes, how many?_____

b. Does the children's librarian work: (fill in blank with the number of librarians at each hourly level)

_____ full time (37-40 hrs/wk)

_____ part time (25-36 hrs/wk)

_____ part time (less than 25 hrs/wk)

3. How many staff members work in the children's department (not including the librarian)?

_____ Full Time, 37-40 hours/week

_____ Part Time less than 37 hours/week

4. What are your library's hours of service? (9am - 5pm..)

Monday _____ Wednesday _____ Friday _____Sun._____
Tuesday_____ Thursday _____ Saturday_____

5. Does your library offer the following services to the school teachers in its service area? Check all that apply and note total times per month the service is provided.

		Times/month
a. Librarian visits to classrooms	[ ]	_____
b. Classroom visits to the library	[ ]	_____
c. Storytimes for classes	[ ]	_____
d. Library instruction for students	[ ]	_____
e. Library instruction for teachers	[ ]	_____
f. Booktalks for students	[ ]	_____
g. Booktalks for teachers	[ ]	_____
h. Storytelling for students	[ ]	_____
i. Storytelling workshops for teachers	[ ]	_____
j. Booklists / subject bibliographies	[ ]	_____
k. Other services (please list)	[ ]	_____
	[ ]	_____

(over)

	Yes	No
6. Does your library provide "Teacher Collections" (collections of books for classroom use)? If "no" go to # 7.	[ ]	[ ]
a. If yes, do you limit the length of time collections may be kept? If so, what is the limit?_____	[ ]	[ ]
c. Do you limit the number of items/collection? If so, what is the limit?_____	[ ]	[ ]
7. Does your library issue special library cards to teachers?	[ ]	[ ]

a. If yes, who is issued a card? Check all that apply.

_____ School teachers
_____ Preschool teachers
_____ Day-care teachers
_____ Sunday school teachers
_____ Babysitters
_____ Home school parents
_____ Other_____

8. Does your library charge fines for overdue items checked out to teachers?	[ ]	[ ]
9. Does your library charge teachers for lost items?	[ ]	[ ]
10. Does your library limit the number of items that can be checked out to a teacher? If so, what is the limit?_____	[ ]	[ ]
11. Does your library provide Kits (collections which include books, A-V materials, realia, and instructions for use on a particular subject or theme) for classroom use?	[ ]	[ ]
12. Does your library receive "Homework Alerts" (prior notice of classroom assignments)?	[ ]	[ ]
13. Have you personally visited the school media centers in your area schools?	[ ]	[ ]
14. Have you met the school librarians in your area schools?	[ ]	[ ]

a. If yes, how often do you communicate?

_____ More than once a week

_____ Once a week
_____ Once a year

_____ Once a month
_____ Seldom, if ever

15. Has the children's librarian worked cooperatively with the schools on any of the following projects during the past year? Check all that apply.

_____ Joint author visit

_____ Selection of library materials

_____ School displays in the library

_____ Library displays in the schools

_____ Library information in the school newsletter

_____ School information in the library newsletter

_____ Publicity for library summer reading program

_____ Planning a summer reading program

_____ "Teacher Shelf" -(collection in the library of professional materials for teachers)

Answer the following by checking the answer that most closely identifies your opinion (SA=Strongly agree, A=Agree, N=Neutral D=Disagree, and SD=Strongly Disagree).

16. Our collection cannot support the requests for teacher collections we receive and still meet the needs of our other patrons.

SA_____ A_____ N_____ D_____ SD_____

17. It seems like all the teachers want the same subjects at the same time.

SA_____ A_____ N_____ D_____ SD_____

18. We have more requests for classroom visits to the library than we can handle.

SA_____ A_____ N_____ D_____ SD_____

19. I would say we have very good communications with the school teachers in our service area.

SA_____ A_____ N_____ D_____ SD_____

20. We receive advance warning about homework assignments.

SA_____ A_____ N_____ D_____ SD_____

(OVER)

21. We receive more requests for librarian visits to classrooms than we can handle.

SA_____ A_____ N_____ D_____ SD_____

22. Our teachers are using a literature-based or whole language curriculum.

SA_____ A_____ N_____ D_____ SD_____

23. I am fully aware of the curriculum that is being used in the schools in our service area.

SA_____ A_____ N_____ D_____ SD_____

24. I am fully aware of how teachers are using library materials in their classrooms.

SA_____ A_____ N_____ D_____ SD_____

25. I feel teachers are not fully aware of resources available at the library.

SA_____ A_____ N_____ D_____ SD_____

26. I feel that meeting with teachers on a yearly basis would benefit both teachers and our library staff.

SA_____ A_____ N_____ D_____ SD_____

27. I feel public librarians and teachers share the same goals -increasing the reading skills of our children.

SA_____ A_____ N_____ D_____ SD_____

28. I feel public librarians and teachers share the same goals -increasing our children's enjoyment of books.

SA_____ A_____ N_____ D_____ SD_____

29. I feel we share the same goals - increasing our children's library research skills.

SA_____ A_____ N_____ D_____ SD_____

30. School libraries should handle all of the literature needs of their teachers.

SA_____ A_____ N_____ D_____ SD_____

Thank you for taking the time to fill out and return this questionnaire. Please return it promptly in the stamped, self-addressed envelope that was included in this mailing.
(Sharon Shrum, 200 Lennox Av., Columbus, Ohio 43228)

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